DOCUMENT RESUME

ED 302 649 CE 051 621

TITLE	Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ISBN-0-89606-256-2
PUB DATE	88
NOTE	32p.; For other modules in this series, see ED 296 135-141 and CE 051 622-623 and CE 051 711.
AVAILABLE FROM	American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Classroom Techniques; *Competency Based Teacher Education; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; *Teaching Methods; *Team Teaching; *Vocational Education; *Vocational Education Teachers

ABSTRACT

This module, which is one in a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with using the team teaching approach. The module consists of three learning experiences. The first learning experience discusses the principles and procedures involved in using the team teaching approach. In the second learning experience, the student works as a member of a simulated teaching team to plan, present, and evaluate a lesson. In the final learning experience, the student uses the team teaching approach in an actual learning situation. Each learning experience contains an objective, instructional text, one or more learning activities, and a feedback instrument (discussion questions and/or an assessment form). (MN)

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Employ the Team Teaching Approach

Second Edition

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri—Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Robin Ambrose for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE C-19

Employ the Team Teaching Approach

Second Edition

Module C-19 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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The Ohio State University

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1988

ISBN 0-89606-256-2

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

INTRODUCTION

As a vocational-technical teacher, you may not be in a position to meet all the demands of team teaching. A modified version of team teaching that you may be able to use instead is cooperative teaching (not to be confused with cooperative teaming). Cooperative teaching uses group planning, presentations, and evaluation, but unlike team teaching, it occurs on a limited basis.

In team teaching, a group of teachers works together to plan, conduct, and evaluate the activities for all their students. Traditionally, teachers are assigned standard classes of standard length with a standard number of students. In team teaching, group size and time length are determined by the nature of the activity and the individual needs of the students. This requires the coordination of teachers, students, space, and curriculum. The goal is to make the best use of faculty and other resources so that each student learns what he/she needs, in the way that he/she learns most readily.

Since it is the team members—the individual teachers—who must ensure that team teaching will reach its goal of providing better education, this module is designed to help you, a present or future teacher, develop the attitudes and competencies necessary to be an effective member of a teaching team.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, employ the team teaching approach. Your individual performance as a team member will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in employing the team teaching approach (*Learning Experience I*).
2. As a member of a simulated teaching team, plan, present, and evaluate a lesson (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Two peers, who will serve as members of your teaching team throughout the module, with whom you can discuss the self-check items.

Optional

Reference: Trump, J. Lloyd, and Miller, Delmas F., *Secondary School Curriculum Improvement: Meeting Challenges of the Times*. Third Edition. Boston, MA: Allyn and Bacon, 1979.

Videotape or audiotape equipment to use in taping, viewing or listening to, and evaluating your performance and that of the team during discussion.

An actual team teaching situation that you could observe.

Learning Experience II

Required

Two peers, who will serve as members of your teaching team throughout the module, with whom you can plan, present, and evaluate a lesson.

Optional

A group of peers to role-play students to whom you are presenting a lesson using the team teaching approach.

Learning Experience III

Required

An actual teaching situation in which you can employ the team teaching approach.

A resource person to assess your competency in employing the team teaching approach.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person's Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies.

The *Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the principles and procedures involved in employing the team teaching approach.

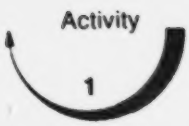
You will be reading the information sheet, Employing Team Teaching, pp. 6–10.

You may wish to read related sections of the following supplementary reference: Trump and Miller, *Secondary School Curriculum Improvement: Meeting Challenges of the Times.*

You will be demonstrating knowledge of the principles and procedures involved in employing the team teaching approach by responding with two other team members to the Discussion Questions, pp. 11–13.

You will be evaluating your competency by comparing your team's responses to the discussion questions with the Model Answers, pp. 15–16.

You and your team members may wish to observe an actual team teaching situation if at all possible.



For information describing the reasons why team teaching came into being, the principles underlying the concept, and the procedures for effective team teaching, read the following information sheet.

EMPLOYING TEAM TEACHING

If a beginning teacher learns an instructional method (e.g., presenting an illustrated talk), it is fairly simple to employ that single method during a classroom lesson. Team teaching is not the same kind of method. It is not a method you use as part of one or two lessons in a unit as appropriate.

Team teaching involves a **total change** in the organizational structure. It is part of a particular **attitude** toward education that grew out of dissatisfaction with some of the fundamental beliefs that educators have often seemed to operate from—or perhaps the constraints educators have often had to operate under. In terms of reality, these beliefs or constraints can be seriously questioned, as follows:

Belief—Subject matter is organized into neat little compartments by subject area.

Reality—Learning does not divide neatly into separate areas. On a simple level, consider the youngster who is assembling the model airplane she got for her birthday. She is applying language skills (reading directions), math skills (measuring), science skills (principles behind why the propeller operates as it does to make the plane fly), and maybe even history skills (the plane is a model of the one Lindbergh flew).

Belief—Teachers all have identical competencies and can be treated accordingly.

Reality—Teachers are not all alike. Some are better speakers than others. Some relate better on an individual, one-to-one level than others. Their talents are varied; their interests vary.

Belief—All classes should be an ideal 50 minutes long (or some other arbitrary length).

Reality—While 50 minutes may be an ideal length of time for certain activities, it is not ideal for all activities. What happens when a teacher needs to fit an excellent two-hour film into those 50 minutes?

Belief—Classes should contain an ideal number of students—for instance, 30.

Reality—While 30 students may be an ideal number for some activities, it is not ideal for all activities. Does it make sense to show that excellent film five times in one day to five classes of 30 students each?

Belief—Students and teacher should be assigned to a single, self-contained classroom.

Reality—For some activities, the room to which the teacher has been permanently assigned may be fine, but what if it has 30 desks and the activity being pursued requires students to work in groups at tables?

Belief—A prescribed curriculum indicates what knowledge, skills, and attitudes should be conveyed to all students, and in what order.

Reality—If students are indeed individuals with individual goals, needs, interests, and abilities, how can one curriculum serve all those individual variations?

In an attempt to create an organizational structure to fit these realities, team teaching was born. Team teaching **demands** that the following conditions be met:

- Two or more teachers plan, instruct, and evaluate cooperatively.
- Teachers are mutually responsible for a group of students equivalent in size to two or more conventional classes.
- Teachers are assigned a large block of time during which they can schedule activities according to the length of time required by each activity.
- Teachers have a common planning period each day.
- Teachers have aides or assistants to assist in nonteaching duties.
- Teachers divide responsibilities so that all teachers are operating in their areas of strength and interest—so that they combine their talents to strengthen their total impact.
- Instruction is planned using groups of various sizes and compositions and various time limits, depending on the purpose of the activity.
- A variety of technical aids, audiovisual materials, learning labs, and so on, are used.
- Teachers cooperatively and continually evaluate their own performance.
- Teachers may be drawn from one or more subject areas or one or more grade levels.

It has been claimed, as with many innovative ideas in education, that team teaching cuts costs, results in more student learning, or allows instructors more free time. These claims are unproven, and furthermore, they are not the major goals of team teaching.

Team teaching is designed to meet student needs better by making better use of the staff, facilities, time, and materials presently available. Team teaching is intended to allow teachers to utilize a variety of alternatives to reach the variety of individuals whom they are responsible for educating. Team teaching attempts to bend the organization to fit the varying instructional needs, rather than to limit instruction to rigid organizational constraints.

Essential Qualities for Team Members

Most of the same qualities that make a good teacher also make a good team member: curiosity, patience, intelligence, enthusiasm, imagination, confidence, intellectual honesty, and a desire to improve professionally. In addition, of course, each teacher has individual talents, interests, and skills.

The conventional educational organization allows a teacher to plan alone, shut the classroom door, and lecture to the students with a minimum of collegial interaction. Some teachers with this closed-door policy are excellent teachers, but they would be unhappy team teaching. Their individual talents, interests, and skills do not lie in this area.

Ideally, in a school committed to team teaching, all teachers should be hired as parts of teams. Realistically, however, schools already have a full staff of teachers to work with when they make the move to adopt a team teaching structure. What does that school do with the teachers who can't or won't team teach?

If part of the philosophy underlying team teaching is that each teacher should be allowed to operate in a situation that makes maximum use of his/her particular talents, then, within the school, provision should be made for some teachers to maintain self-contained classrooms. Furthermore, the organization needs to create an environment of mutual respect and tolerance so that a teacher choosing not to be a part of a team is not treated as an outcast.

We said that teaming requires a **commitment.** Therefore, any teacher about to team teach must first want it to succeed. Then, in addition to the qualities previously described, teachers must possess—or develop through some kind of human relations training—some additional qualities in order to function effectively as team members. These additional qualities are related to the fact that two or more people are planning, instructing, and evaluating **together.** Thus, the teacher must possess the following qualities that promote effective group interaction:

- The teacher must be cooperative.
- The teacher must be able to express him/herself clearly.
- The teacher must be a good listener.
- The teacher must be able to lead in those areas in which he/she is strong.
- The teacher must be able to follow in those areas in which he/she is not as strong and must be willing to learn from others.
- The teacher must keep an open mind and be willing to change.
- The teacher must be willing to be evaluated by team members and be interested in self-evaluation.
- The teacher must be able to maintain his/her own individuality while cooperating with others. Teaming does not mean blending a team of teachers into a single unit of indistinguishable personalities. Rather, it involves the close cooperation of persons with differing strengths and talents.

This cooperation between teachers cannot be stressed too much. It is the pivot around which the entire concept of team teaching revolves. The advantages that result from employing the team teaching method can be many if this close cooperation exists.

In a conventional teaching situation, the teacher in a given occupational service area is assumed to be equally competent in all aspects of that service area. For example, the home economics teacher has been trained in sewing and is assumed to be equally competent in all areas of sewing. However, that home economics teacher may have only **minimum** competency in tailoring because of a lack of interest in that area. He/she may have a great interest in clothing design, however, and possess expert skills in that area.

In the conventional teaching situation, this teacher teaches all areas, probably unevenly. By teaming him/her with another teacher whose special expertise and interest lie in tailoring, two things happen: (1) the students get a better education, with a more balanced presentation of all areas; and (2) the two teachers exchange information and ideas so that each becomes stronger in his/her weaker area—there is continual inservice training within the team among team members.

This information exchange does more than just create more knowledgeable teachers. It creates a dynamic environment. In other words, it creates an environment in which each person serves as a catalyst to the other persons on the team. One person's enthusiasm at one time serves to inspire enthusiasm in the other person. One person's creativity can start the creative juices flowing in the other person. Two heads are often, in fact, better than one, and enthusiasm and creativity are, indeed, contagious.

Normally when a teacher is absent, there is a substitute teacher. We all know from our own experience in school that a substitute often leads a harried life. With team teaching, this unhappy situation is alleviated. A substitute coming in becomes a member of a team, not an isolated stranger. Thus, the discipline established by the team can operate for the substitute, and the substitute can get clear direction about his/her responsibilities for the day. He/she is not alone. Another option sometimes available in team teaching is that, by regrouping, the remaining members can accomplish their goals without a substitute teacher being called in.

Similarly, a teacher who has some weaker areas that could cause problems in the classroom can use team support to function more effectively. For instance, if a team has four members, one of whom has some problems maintaining order in the class, he/she can benefit from a situation in which students are responding to a team with three strong disciplinarians. The discipline and control **will** transfer to some extent. Or, a teacher who has a strong expertise, but who tends to make dry presentations, can benefit from the creative ideas generated by his/her teammates.

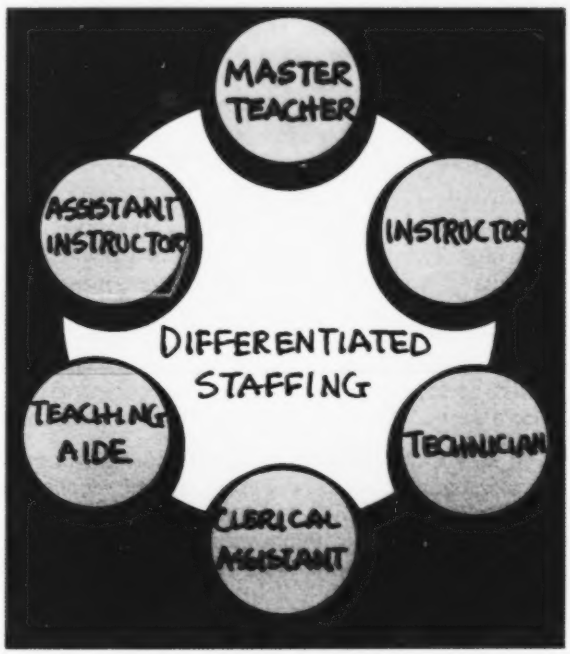
In addition, when students view teachers working in close cooperation, it sets an excellent example for them to follow.[1]

Team Structure

As was mentioned before, a team can be composed of teachers from one or several subject areas, from one or several grade levels. A team can be structured as a hierarchical team or as a cooperative team.

The **hierarchical team** has a designated leader, probably a master teacher. Although the team is still working as a cooperative unit, the leader has the ultimate responsibility for guiding the team and for decision making.

The **cooperative team** has no designated leader. All members share the leadership and decision-making responsibilities equally. Members can take turns being informal leaders, lead in their areas of expertise, or just share the leadership.



1. This section was partially adapted from Melvin P. Heller, "Qualities for Team Members," in David W. Beggs, III, ed., *Team Teaching: Bold New Venture* (Bloomington, IN: Indiana University Press, 1964), pp. 145–154.

Both the hierarchical and cooperative team structures should include some **differentiated staffing.** This term relates to a concept discussed previously: a teacher is not equally competent in all areas, and all teachers are not equally competent. Differentiated staffing is an attempt to assign duties and responsibilities on the basis of a teacher's background, training, and interests.

Further, since teachers are skilled professionals, differentiated staffing calls for them to do professional level work. It calls for the use of aides and assistants to work with and support the professional teachers and to relieve them of their nonprofessional duties. A truly differentiated staff would include persons in such various levels as master teacher, instructor, assistant instructor, technician, clerical assistant, and teaching aide.

With differentiated staffing, the teacher can spend his/her time teaching, working with students, preparing to teach, keeping up-to-date, conferring with colleagues, evaluating, and self-evaluating. The technicians, clerical assistants, or teacher's aides assume such nonprofessional tasks as taking attendance, collecting money, typing and duplicating materials, ordering audiovisuals, supervising study hall, and supervising the lunchroom. These paraprofessionals (persons working under the supervision of the professional teacher) can also be trained to do such tasks as grading papers, working individually with students, and organizing bulletin boards. They are members of the team and, as such, should be included in the planning sessions.

Planning

The core of team teaching is the cooperative planning. Planning sessions should involve all the teachers in the team and any paraprofessionals belonging to the team. Furthermore, other professionals on the school staff—such as guidance and counseling personnel, reading specialists, school psychologists, librarians, and media specialists—should be included periodically in planning sessions. They have much to offer, and they can do a better job if they are kept aware of what the teachers are trying to accomplish.

It is during the planning sessions that the following kinds of questions are discussed and answered:

- Initially, what are our program objectives and our unit objectives?
- Weekly, what are our lesson objectives?
- What lesson content is to be presented?
- Which content is to be presented by large-group presentation?
- What methods and aids will be used to present that content?
- Who will make the large-group presentation?
- What will be discussed during small-group meetings?
- How will the small groups be organized?
- Who will be assigned to each small group?
- What types of independent study would be appropriate?
- How will students be evaluated?
- What blocks of time will be assigned to large-group, small-group, and independent study activities?
- How could we have improved the previous day's activities?
- What specific problems have arisen with particular students, and how can these problems be solved?

Grouping and Scheduling

You have probably noticed by now that we are talking about three basic grouping patterns: **large group, small group,** and **independent study.** The size of the group your team decides to use for any given activity depends primarily on the type of activity it is. Likewise, the amount of time and the amount of supervision necessary is determined by the nature of the activity.

Large-group instruction involves 60–300 students in an auditorium-type setting. It can be used to introduce a topic or convey the basic information or the background material **all** the students need to know. It also can be used to present a film.

If the information is to be presented via an illustrated talk, then the teacher selected to make the presentation should be the one who is most knowledgeable in that area and/or who is the best speaker. Depending upon the teachers involved, it may be advantageous for a combination of several speakers to be used.

This does not mean that one teacher works while the other team members have free time. All team members should have input into what the talk should contain and how it should be presented. Furthermore, since the talk is usually discussed at a later time in small groups that will involve each team member, each member needs to sit in on the talk when it is presented.

If a film that is to be presented in a large-group setting has been previewed by all team members, then it is possible that only one or two members would be used to supervise the presentation of the film to the students. This allows each member to be involved, to be aware, and to be able to evaluate the talk or film at a later planning session. Student involvement here is as listener and note taker.

Large-group instruction is frequently followed by **small group** discussion involving groups of 12–16, each of which is headed by a team member. Here, students become active participants. They can discuss the content presented in the large group, or further content can be introduced on a more individualized basis.

The small-group situation is a good place to demonstrate a manipulative skill or to use oral questioning techniques. It is also a good place to have students use the discovery method or to involve them in laboratory work (15–60 students). Students can be grouped arbitrarily or by special interest areas, depending on what is to be covered. The grouping should be flexible, varying according to the nature of the activity.

The sequence of use does not always need to be large group followed by small groups. Small groups could be used to discuss a new area, provide motivation, and raise questions. Then, a large-group presentation could be used to answer those questions.

Independent study provides a student or group of students (1–4 students) with the opportunity to explore a topic of special interest in greater depth. Time must be provided for students to pursue such activities. Furthermore, during planning sessions, teachers should generate ideas for possible independent studies that could be pursued by a student who wants to do more relative to that day's lesson. A student may be very interested in a topic but not go any further because he/she doesn't know where to go. If a list of related projects is provided, that student may decide to probe deeper.

Cooperative Teaching

As a vocational-technical teacher, you may not be in a position to meet all the demands of team teaching. A modified version of team teaching that you may be able to use instead is cooperative teaching (not to be confused with cooperative teaming). Cooperative teaching uses group planning, presentations, and evaluation, but unlike team teaching, it occurs on a limited basis.

For a particular unit or lesson only, two or more teachers cooperate in their teaching efforts. For example, in a school in which there is only one teacher for each occupational service area, these teachers could cooperatively teach units needed by students in all service areas (e.g., applying for a job). During the time period when these teachers are using the cooperative teaching method, the procedures for planning, presenting, and evaluating are the same as for team teaching.

For additional information on team teaching, you may wish to read the sections discussing teaming and flexible scheduling in the following supplementary reference: Trump and Miller, *Secondary School Curriculum Improvement*. (Trump, incidentally, is one of the "fathers" of the team teaching concept.)

Form a teaching team with two of your peers and, as a team, attempt to reach consensus on answers for each of the discussion questions that follow. The questions check your comprehension of the material in the information sheet, Employing Team Teaching, pp. 6–10. Discussing the questions with peers will give you a chance to work as a group. Select one team member to record your answers in writing.

Instead of recording your answers in writing, you may wish to audiotape or videotape your discussion. This would serve several purposes: (1) the burden of recording the answers won't fall on one person's shoulders, (2) you will have a complete record of your responses, and (3) you can review how well you were operating and cooperating as a team.

DISCUSSION QUESTIONS

1. One result of team teaching can be that students become more independent and more responsible. What characteristics of team teaching would cause this to be true?

2. Assume that the members of your team were actually teaching in a school that was changing to a team teaching structure. One of the teachers in the school says, "We can't team teach in this old building with our present class loads. We need a modern facility and money to buy innovative instructional materials in order to team teach." Is this true? What minimum conditions would need to be met for team teaching to be possible?

3. Why are the planning sessions so heavily emphasized in team teaching?

4. For your team's occupational specialty, what kinds of activities would be appropriate for large-group instruction? for small-group discussion? for independent study?

5. What are the areas of strength and/or expertise for each of the members of your group? Are there areas in which a member feels he/she is less skilled?

6. For your team's specific occupational specialty, in what ways could a teacher's aide be used effectively?

NOTES

As a team, compare your responses to the discussion questions with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. One of the underlying principles of team teaching is that students are grouped according to abilities, needs, and interests. Subject matter and methodology are then selected with those varying characteristics in mind. When students are participating in activities that fit their needs, interests, and abilities, the chances of their taking responsibility for their learning increases.

   Further, during large-group instruction, they are responsible for listening and taking notes. During small-group discussion, the small size of the group places responsibility on each student to be involved and to participate. The opportunity for independent study encourages students to plan and take responsibility for their own instruction.

   Finally, if team teaching is truly functioning, then students constitute one part of the team and, as such, have some input into planning.

   If all these conditions are present under team teaching, students are more likely to become more independent and responsible.

2. In the information sheet, the statement was made that team teaching is part of an **attitude** toward education. Attitudes do not require expensive facilities and equipment.

   Team teaching can fail just as thoroughly in an ultramodern, totally equipped school as in an old building that lacks many of the modern "extras." If teachers have the "team teaching attitude," if they are committed to making it succeed, and if they are willing to cooperate, then it will probably succeed despite "inadequate" facilities and equipment.

   In fact, that pessimistic teacher should be asking questions such as the following:

   - Can the teachers who are being teamed actually work together cooperatively?
   - Are the teachers who are being teamed actually committed to the success of team teaching?
   - Is adequate mutual planning time being provided for each team?
   - Will a large enough block of time be scheduled for each team that scheduling can be flexible?
   - Will there be provision for access to rooms that will allow the use of varying group sizes?
   - Will there be some provision for at least a part-time teacher's aide?

   These are the minimum conditions with which the teachers should be provided in order to succeed.

3. During the time that a presentation is being made, "teaming" is not necessarily visible. An individual teacher may be presenting information or an individual teacher may be acting as a consultant to students working independently. An individual teacher also may be leading a small-group discussion, with another teacher conducting a similar activity across the hall.

   The place where teamwork is in evidence, and where it is absolutely essential, is in the planning sessions. A team that cannot **plan** together cooperatively is not team teaching. They are still operating as if they had self-contained classrooms. Only the methodological name has been changed, not the method itself.

4–6. These three questions have no model answers since they are based on the characteristics of your team and your service area. However, for Question 4, did you consider the class size and content specifications listed on pp. 9–10 as appropriate for each grouping?

For Question 5, did you consider personal strengths (e.g., patience), teaching strengths (e.g., good speaker), content strengths (e.g., carburetor expert), and outside interests (e.g., flies model airplanes)? Were any weaknesses that were discussed done so constructively and gently?

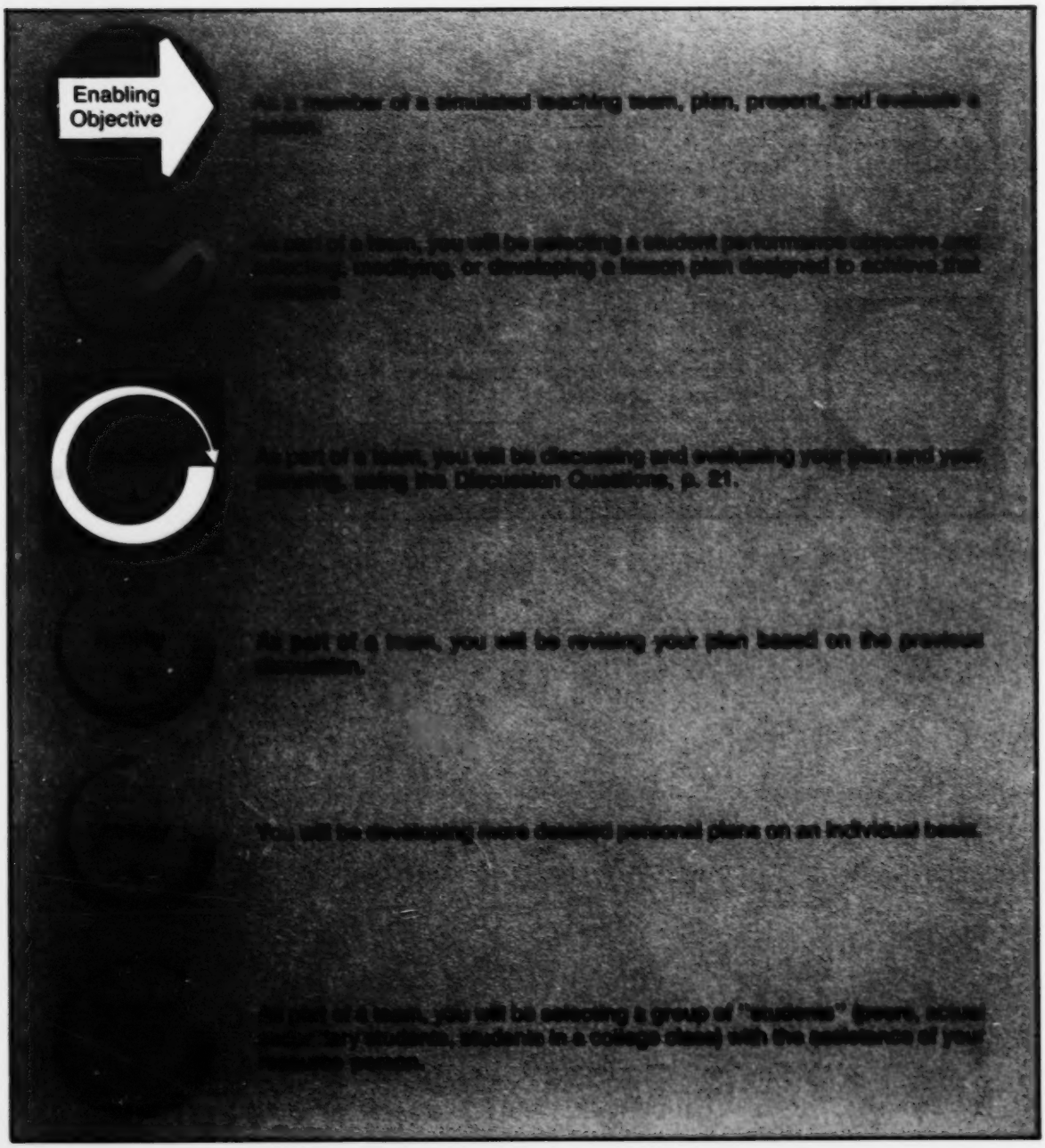
For Question 6, did you consider nonprofessional duties and paraprofessional duties as well?

Level of Performance: Your responses to the discussion questions should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing Team Teaching, pp. 6–10, discuss the question further as a team, or check with your resource person if necessary.

Before attempting to conduct team teaching in a simulated or real-world teaching situation, you may wish to meet with your resource person to see if he/she can suggest a location where you could observe an actual teaching team as they plan, present, and evaluate. Arrange through your resource person to visit this location and to observe the teaching team. It is **highly** recommended that this activity be undertaken if at all possible.

Learning Experience II

OVERVIEW



As part of a team, you will be presenting the lesson to the "students" you select.

As part of a team, you will be evaluating your lesson presentation, using the Evaluation Questions, p. 23.

There is no further formal feedback because the evaluation in this learning experience is continual.

Working with your team members, select a student performance objective. For the purposes of this activity, it would be helpful to limit your selection to an objective to which **all** team members can have equal input.

Assume that you and the peers with whom you are working have the following team teaching situation:

- No designated team leader
- 2½-hour block of time
- 75 students
- 1 aide
- 1 laboratory
- 3 classrooms
- Access to a multipurpose room suitable for large-group presentations

Your weekly schedule is shown on p. 20.

Prepare, as a team, a detailed lesson plan for achieving the objective that has been selected. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously and adapt that plan to include the principles and characteristics of team teaching. The plan developed by your team should include teaming, large-group instruction, small-group instruction, and independent study.

Weekly Schedule

PERIOD*		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Vocational-Technical Block					
2						
3						
4						
5						
6						
7	Planning					
8						
9	X	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
10	General courses, Co-op, or a second block					
11						
12						
13						
14						
15						
16						
17						

* Most periods are 25 minutes in length. However, period **one** is 30 minutes in length with 5 minutes for announcements, and lunch periods eight, nine, and ten are 30 minutes in length.

As a team, discuss and evaluate your plan and your planning, using the following questions as a basis for discussion.

DISCUSSION QUESTIONS

Planning

- Did team members share their opinions on matters related to the instructional program?
- Did team members share ideas in their area of specialty?
- Were team members actively cooperative (willing to compromise, patient, willing to learn from others)?
- Did members act as both leaders and followers?
- Did members share the total responsibility equally?
- Did members communicate openly?
- Did members constructively evaluate ideas?

Plan

- Were options for student independent study provided?
- Did the plan include a variety of available media and educational technology?
- Were the instructional tools selected relevant to the subject to be learned?
- Did the team make plans for using small-group discussion?
- Did the team make plans for using large-group instruction?
- Were members assigned to student groups varying in size and composition?
- Were plans made for self-diagnosis?
- Did plans call for members to share diagnostic and evaluation responsibility?
- Were the group sizes selected based on group purpose?
- Was the group composition selected based on group purpose?
- Was the time allotted to each group based on group purpose?
- Was the physical environment selected based on the group activities involved?
- Were tasks assigned to each team member based on his or her talents and interests?
- Was the nature of supervision provided for each group determined based on group purpose?
- Did subject-matter content include provisions for individual differences?

As a result of the previous evaluation activity, the team should revise the original plan as necessary.

Individually, develop more detailed personal plans to meet your responsibilities for the lesson.

NOTE: The following activities are optional because of the need to involve a large group of peers as students. However, in order to get the full impact of this experience, it is **strongly** recommended that you complete these optional activities.

With your resource person, decide on the minimum number of peers that you will need to role-play your students. Select that number of peers. There are at least two alternatives to using peers as students. If you are an inservice teacher, you may use an actual group of your students. If you are attending a university or college, your team may wish to arrange with an instructor (whose class you have already had) to take over his/her class for a limited time. In this latter case, the lesson should be one that would meet that instructor's objectives.

Using the plan you developed, present the lesson to the "students" you have selected.

Evaluate your lesson presentation as a group, using the following questions as a basis for discussion.

EVALUATION QUESTIONS

- Did individual team members prepare adequate personal plans?
- Did the presentation follow the plan?
- Was the plan flexible enough to allow for the unexpected?
- Were there any problems: in group size, in group composition, in time limits, in supervision, in the tasks assigned to each teacher?
- In terms of each problem that arose, was it a function of inadequate or faulty planning or of inadequate or faulty presentation?
- How could these problems be avoided in the future?

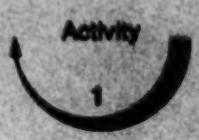
There is no further formal feedback. If you have completed this simulation as written, you have been working continually as a team in evaluating your efforts.

NOTES

Learning Experience III

FINAL EXPERIENCE

In an actual teaching situation*, employ the team teaching approach.



Either as a member (as a student teacher or inservice teacher) of an actual team that is involved in team teaching full-time or as a member of a team formed to use cooperative teaching for a limited time period, employ the team teaching approach. This will include—

- working as a team to select, modify, or develop a lesson plan that includes the use of team teaching
- dividing responsibilities for the lesson based on individual team members' strengths
- including plans for using large-group instruction, small-group discussion, and independent study
- developing your personal plans for the lesson
- presenting the lesson to the students
- evaluating the lesson as a group

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B-4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation, observe at least one planning or follow-up evaluation session, and observe the portions of the lesson in which you are actively involved.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in employing the team teaching approach.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Employ the Team Teaching Approach (C-19)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In functioning as a team member during planning or follow-up sessions, the teacher:						
1. shared his/her opinions on matters related to the instructional program	☐	☐	☐	☐	☐	☐
2. shared his/her ideas in his/her area of specialty	☐	☐	☐	☐	☐	☐
3. actively cooperated with the team (was willing to compromise, was patient, was willing to learn from others)	☐	☐	☐	☐	☐	☐
4. acted as both a leader and a follower, as appropriate	☐	☐	☐	☐	☐	☐
5. shouldered his/her share of the total responsibility	☐	☐	☐	☐	☐	☐
6. communicated openly	☐	☐	☐	☐	☐	☐
7. offered constructive evaluation of the ideas presented	☐	☐	☐	☐	☐	☐
The lesson plan included:						
8. large-group instruction	☐	☐	☐	☐	☐	☐
9. small-group discussion(s)	☐	☐	☐	☐	☐	☐
10. options for independent study	☐	☐	☐	☐	☐	☐
11. use of a variety of media	☐	☐	☐	☐	☐	☐
12. means for evaluating students	☐	☐	☐	☐	☐	☐
13. means for self-evaluating	☐	☐	☐	☐	☐	☐
Based on the purpose of the group in question, appropriate decisions were made regarding:						
14. group size	☐	☐	☐	☐	☐	☐
15. group composition	☐	☐	☐	☐	☐	☐
16. time allotted for each activity	☐	☐	☐	☐	☐	☐
17. physical environment	☐	☐	☐	☐	☐	☐
18. supervision	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
The plan provided for:						
19. members to be assigned to student groups of various sizes and compositions	☐	☐	☐	☐		
20. members to be assigned to tasks in keeping with their talents and interests	☐	☐	☐	☐		
21. members to share diagnostic and evaluation responsibilities	☐	☐	☐	☐		
22. subject-matter content that included provisions for individual differences	☐	☐	☐	☐		
In presenting the lesson, the teacher,						
23. prepared detailed personal plans in advance	☐	☐	☐	☐		
24. followed the plans in terms of content to be presented and method of presentation	☐	☐	☐	☐		
25. met his/her responsibilities as outlined in the plans	☐	☐	☐	☐		
26. participated fully in the lesson (e.g., attended a large-group presentation even though he/she was not the speaker)	☐	☐	☐	☐		

Level of Performance: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an in-service teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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